

## 7 JCI PROGRAMS

### OVERVIEW OF CHAPTER CONTENTS

#### PRIMARY TOPICS COVERED IN THIS CHAPTER

- Standardized JCI Programs: Overview
- JCI Education Program: Overview
- Education Documents
- LifeWork Education
- Employment Program
- 8<sup>th</sup> Grade Advancement Policy
- High School Graduation Policy
- HSED Testing
- Transitional Independent Living Program (TILP)
- Substance Use Disorders (SUD)
- Sex Offenders Accepting Responsibility (SOAR)
- Juvenile Cognitive Intervention
- Families Count (Family Component of JCIP)
- Mendota Juvenile Treatment Center (MJTC)
- Victim Impact Program
- Personal Responsibility and Integrity in your Daily Environment Program (LHS)
- Intensive Treatment Program (CLS)
- Short Term Re-Entry Program (CLS)
- Programming for Special Types of Legal Commitments
- SUD Abbreviated Reception Program

#### FORMS DISCUSSED IN THIS CHAPTER

- Authorization for Use and Disclosure of Protected Health Information (PHI) (DOC-1163A)
- Referral to Employment or Independent Living Programs (DOC-2368 rev. 01/2007)
- Department Revocation Order – DJC (DOC-1700)
- Department Order – OJOR (DOC-1722A)
- Request for Extension (DOC-1723)
- Community Supervision Referral and Screening (DOC-1857)
- Assessment and Evaluation Report – DJC (DOC-1933)
- Education Evaluation Report – DJC (DOC-1936)
- Educational Report to JPRC (HSED) – DJC (DOC-1937)
- Educational Report to JPRC – DJC (DOC-1938)
- Home Language Interview – Parent/Guardian (DOC-2664)
- Family and Home Assessment – DJC (DOC-1939)
- Progress Summary – DJC (COMPAS)
- Type 2 Permanent Return Report – DJC (DOC-1945)
- Confidentiality of Alcohol and Drug Abuse Patient Records (DOC-2108)

- Adolescent Diagnostic Interview-Light [ADI-L] (DOC-2127)
- Emergency Medical Authorization for a Minor (DOC-2196)
- Physician Consultation: PRIDE Referrals (DOC-2272)
- Psychiatrist Consultation: PRIDE Referrals (DOC-2273)
- Program Protocol Request (DOC-2490)
- Health Screening – DJC (DOC-3387)
- Youth Job Service Registration (DOC-2572)
- Plan for Health Living (DOC-2589)
- DCF Scholarship Application for Youth in Out-of-Home Care (CFS-2197) available on the DCF website <http://dcf.wisconsin.gov/forms/pdf/CFS2197.pdf>

NOTE:

Forms DOC-1700, DOC-1722A, DOC-1723, DOC-1857, DOC-1936, DOC-1937, DOC-1938, DOC-1939, and DOC-1945 are completed in JJIS. Other forms can be accessed on myDOC by going to <http://myDOC/> and using the “find a form” link.

## **STANDARDIZED JCI PROGRAMS: OVERVIEW**

While a youth is at a JCI, he or she participates in a variety of educational and treatment programs based upon assessed strengths and needs. Programming assists the youth to develop skills that support a successful return to the community. DJC has worked to standardize its primary programs in order to provide consistent high quality programs with agreed upon performance measures. Program areas that have been standardized include education, sex offender program, AODA Program, and JCIP.

### **PROGRAM PROTOCOL REQUEST**

The Division strives to implement research based programs for youth both in the institutions and the community. Evidence or research based programs are ones which have been shown to produce positive outcomes, stem recidivism and increase opportunities for youth to become productive members of society.

To insure application of current research in treatment programs for youth, and consistency in how programs are delivered across the Division, a protocol for implementing new programs, deleting programs or making changes to existing ones must be completed and approved by the Division Administrator. The DOC-2490 shall be completed by the program contact and submitted to the appropriate institution superintendent or regional chief. The Request is then discussed at a management team meeting and if approved, it is forwarded to the DJC Administrator for final approval.

Administrative Directive 02-09 provides further details on submitting a request to modify, delete or add a new treatment program.

## JCI EDUCATION PROGRAMS: OVERVIEW

### GENERAL DESCRIPTION

Wisconsin law requires school enrollment and attendance by youth under 18 years of age who have not earned a high school diploma or high school equivalency diploma. Youth over 18 years of age or those with a high school diploma/equivalent are not legally required to participate in academic/career and technical education programs. However, a youth's ICCP [see Chapter 6] may require participation in educational programming.

The academic/career and technical education programs at the JCI play a vital role in the efforts of DJC to assist youth to successfully reintegrate into the community. The JCI's offer individualized academic and LifeWork Education programming at all academic levels from elementary through career and technical education, as well as special education (SPED) programming.

A vast array of courses are available to youth in a JCI. Course offerings differ among the JCIs. All DJC courses are listed in JJIS which assists education staff to keep track of courses a youth has taken and credits earned.

## EDUCATION DOCUMENTS

### DURING ASSESSMENT & EVALUATION

Education staff complete the Education Evaluation Report (EER) (**DOC-1936**) [see Chapter 4] **prior to the initial JPRC** [see Chapter 5].

### PERIODIC REPORTS: COMPONENTS OF DOC-1937 & 1938

At least **every 90 days** following the initial JPRC, education staff complete either the Educational Report to JPRC (HSED) (**DOC-1937**) or the Educational Report to JPRC (**DOC-1938**) depending on the education program in which the youth is enrolled.

### **SPED Needs**

- ✓ SPED Field
  - If the student has been referred for a special education evaluation, but the process has not yet been completed, enter "In Process."  
If the student has been diagnosed as SPED, this will be indicated.

### **Summary of Student Performance and Transition Plan**

- ✓ List the current classes in which the student is enrolled.
- ✓ Report on progress and grades.
- ✓ SPED needs (general) and any explanations needed.
- ✓ Comments about youth behavior and relationships with staff and peers.

Any other pertinent information, for example, a student who has unusual health problems, refuses to wear glasses, or is frequently in security.

### SPED DOCUMENTS

Evaluation of and programming for youth with special education needs is governed by both federal and state laws. Procedures and time lines must be followed by DJC education staff.

For the youth with special education needs, an IEP plan must be updated at least annually. Federal and state law mandate that a youth's multidisciplinary team design the IEP and help to build a transition plan to reach both short and long term independent living goals.

### COMMON DJC TRANSCRIPT

Designated education staff in each JCI completes the DJC common transcript in JJIS upon release/transfer of a youth from the JCI.

### ALIGNMENT OF CURRICULUM WITH MODEL ACADEMIC STANDARDS

The education staff at the JCIs are working diligently to align curriculum to meet the Common Core State Standards. The revisions of curriculum, where needed, will better prepare youth for advancement from 8<sup>th</sup> to 9<sup>th</sup> grade as well as for state standardized testing.

### LIMITED ENGLISH PROFICIENCY

Modifications to educational materials and reports will be made to accommodate the needs of youth and/or parent/guardian when indicated by the Home Language Interview (DOC-2664).

## **LIFEWORk EDUCATION (LWE)**

### RELATIONSHIP TO TRADITIONAL EDUCATION PROGRAM

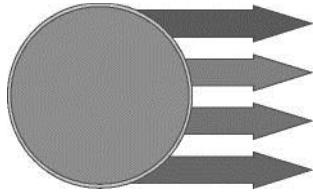
**LWE does not replace any of the basic academic skills or career and technical education skills** that are currently taught in JCI education programming, but enhances those skills by integrating age appropriate career development competencies that assist the student to relate those skills to the world of work.

### GOALS OF LWE

**LifeWork Education entails more than the goal of merely finding an entry-level job with no planning for the future.** Goals include:

- **Provide age appropriate activities** that engage youth in academic and occupational learning, self-knowledge, career exploration, and planning and preparation for employment.
- **Provide youth with the knowledge and tools they need to make career decisions** and successfully transition from school to careers in the community.
- **Assist youth to establish educational and career goals** based on realistic and informed expectations about their skills and abilities, employment requirements, and future adult work roles.

## COMPONENTS OF LWE



- Assessment
- LifeWork Education Planning and Programming
- Career Portfolios and Transition
- Community Partnerships

## ASSESSMENT DURING A&E

As indicated in Chapter 4, CareerScope and the Daniel Memorial Assessment of Independent Living Skills are initially administered during A&E. The **results of these assessments** and numerous other A&E assessments and evaluations **assist the social worker and teacher in developing** an initial and revised set of comprehensive **objectives and LWE activities**.

Some of the documents include:

- Education Evaluation Report (EER) (**DOC-1936**) [see Chapter 4]
- Assessment and Evaluation Report (**DOC-1933**) [see Chapter 4]
- Family and Home Assessment (**DOC-1939**) [see Chapter 4]
- COMPAS-youth

## Ongoing Assessment

Several of the above-mentioned documents reflect attitudes and values about work which assist in ongoing LWE planning. During the course of the youth's DJC supervision, CareerScope may be re-administered as appropriate. **Effective LWE planning depends on current and comprehensive assessment data.** Consider re-administering CareerScope when:

- The student requests to complete the assessment again and DJC staff determine the request is appropriate, or
- It has been more than 12 months since the last time the student completed the assessment, or
- It appears the student may not have made his or her best effort when first taking the assessment and is now ready to do so, or
- The student is leaving the JCI and a more current assessment will better reflect his or her current career interests and aptitudes.

## LIFEWORk EDUCATION PLANNING AND PROGRAMMING

### COMPAS Youth Reentry GOALS

- The next component of LWE occurs during the development of the youth's **COMPAS Educational Case Plan** after the initial JPRC.
- DJC COMPAS goal T: "Participate fully in academic, career, technical/vocational education and improve your reading, writing, and job skills."

- As with all COMPAS Case Plan goals, the objectives, tasks, and interventions change during the course of the youth's DJC supervision in the JCI and community.

### **Goals and Tasks associated with Goal T**

- Develop realistic monthly budget/payment plan
- Participate fully in literacy activities
- Learn independent living skills
- Obtain gainful employment
- Complete your HSED
- Complete your high school diploma
- Go to school and attend all classes
- Prepare to take your HSED test
- Complete Lifework Education Program including Portfolio
- Create a plan for job seeking
- Explore other possible living arrangements
- Obtain affordable housing
- Attend school and receive no suspensions
- Follow all school rules related to behavior, expectations and attendance

### **Development of an Academic and Career Plan (ACP)**

As youth begin the process to develop an Academic and Career Plan it will include the aspects of Career Development:

- Career Cluster and Pathways of Interest
- Future Goals
- Personal and Social Goals
- Detailed Planning on Accomplishing Youths Goals

LWE activities under Compas Goal #5 will include identifying one of the 16 career clusters, leading youth towards a career pathway. A career pathway is a sequence of courses, a field of study or an array of experiences that prepare a youth for employment and accomplishes the following:

- Integrates school-based learning, work-based learning, and activities that connect academic and occupational learning.
- Prepares youth for employment within a career pathway.
- Provides youth, to the extent practicable, with strong experience in and understanding of all aspects of the industry.
- Results in the award of a high school diploma or its equivalent; a certificate or diploma recognizing successful completion of a 1-2 year post-secondary education, if appropriate, and a skills certificate.
- May lead to further education and training such as entry into a registered apprenticeship program, or admission to a 2 or 4 year college.

## LIFEWORk EDUCATION PORTFOLIO AND TRANSITION

### Purposes of Portfolio

Lifework Education Portfolios are **a record of the student's academic, career and technical education, social, and employment achievements** intended to:

- Compile documentation of a youth's knowledge, skills, and abilities.
- Provide a youth with tangible evidence of his or her successes and strengths.
- Help a youth build his or her self-esteem.
- Offer a mechanism to gather and organize information about the world of work, education, training, skills, interests, and abilities that assists in the career planning process.
- Assist youth to communicate their knowledge, strengths, and skills to employers, admission counselors, and others who will play a critical role in their future career development.
- Provide documents the youth will need to secure employment i.e., the Birth Certificate and Social Security card; resume template and cover letters; etc.

### Contents of Portfolio

The **contents of the portfolio will vary by individual**. The **following items may be found in the youth's portfolio**

- Assessment results such as CareerScope, Daniel Memorial, and others
- Awards and honors
- Birth Certificate and Social Security Card
- Completion certificates
- USB Flash Drive with Portfolio information and documents
- Cover letters, resume and thank you letters
- Education and career goals and plans
- Educational achievements & classes taken
- Employment competencies
- Information on future education and training, work and volunteer activities
- Occupational research information
- Sample applications
- Set of common interview questions
- Work samples
- Youth's Release Action Plan
- Other appropriate documents

### Youth Responsibilities for Portfolio

The portfolio is a **tool for the youth**. The youth must **take responsibility and feel ownership** of the material in his/her portfolio, including **deciding what to include**. Making those decisions helps youth connect their own interests, skills, and values to future education and employment opportunities. The inclusion of formal assessments such as CareerScope and the Daniel Memorial Assessment of Independent Living Skills along with informal assessments provides the youth with some of the information needed to make those connections.

**JCI Staff Responsibilities for Portfolio**

Social worker is responsible for writing objectives, tasks, and interventions in cooperation with other staff, especially education staff. [see Chapter 6]

Social workers, treatment staff, youth counselors, worksite staff, and agents have other responsibilities with respect to the portfolio:

- ✓ Be familiar with the contents of the portfolio.
- ✓ Discuss portfolio at JPRC conferences [see Chapter 5].
- ✓ Suggest documents to include in the portfolio.

***Education Staff or designated Treatment Social Workers have responsibility for instruction that assists a youth in completing the contents of the Portfolio. In addition they:***

- ✓ Assist social worker in writing objectives, interventions, and tasks.
- ✓ Maintain the physical Portfolio in the education department.
- ✓ Be familiar with the contents of the Portfolio.
- ✓ Familiarize youth with contents of the Portfolio.
- ✓ Prepare youth to discuss Portfolio contents at JPRC conferences [see Chapter 5].
- ✓ Suggest documents to include in the Portfolio.
- ✓ Assist youth with tracking which components have been completed on the Lifework Education Portfolio Checklist.

Many of the **skills and competencies** documented in the Portfolio are **acquired in the classroom and in treatment programs**. Appropriate behavior, team work, problem solving, and leadership skills can all be related to future success in the workplace and discussion about how to document those skills and specific accomplishments can occur at any time.

**TRANSITION OF YOUTH TO THE COMMUNITY: PORTFOLIO FLOW POLICY****JCI Staff Responsibilities When Youth Leaves a JCI**

Staff designated by superintendent do the following before the youth leaves the JCI:

- Make **copies of selected documents** in the Portfolio for retention at the JCI.
- Ensure that the Portfolio is **current and includes all relevant documents**.
- Make sure that the original **Social Security Card and Certified Birth Certificate** are in a sealed envelope and stapled to the back inside cover of the Portfolio.
- **Transfer Portfolio to the appropriate individual** based upon status of youth upon leaving the JCI as described **below**.

**State Aftercare or Corrective Sanctions Supervision**

When a youth with a portfolio leaves the JCI and will remain under state supervision, the education department at the **JCI** delivers the portfolio to the Gatehouse where it should be given to the youth's DJC agent at the time the youth is released from the JCI.



If someone other than the DJC agent picks up the youth from the JCI, the JCI will retain the portfolio until it either

- 1) can be picked up by the agent or another staff person from the agent's work site or
- 2) mailed to the agent.

In these cases, portfolios must be picked up or mailed within 1 calendar week of the date the youth is released.

The current agent will review the contents of the portfolio prior to the initial community meeting with the youth, copy any pertinent documents, then **review the contents with the youth**. The agent will then give the portfolio to the youth to keep.

### **County Aftercare**

Similarly, the portfolio for youth who will be under county supervision in the community is given to the county liaison, or alternate care facility representative, who picks the youth up at the JCI at the time they are discharged from the JCI. If the transfer does not occur at the Gatehouse, the JCI will mail the Portfolio to the County liaison within one week.

The county liaison will review the contents of the portfolio, subsequently review it with the youth, then give it to the youth to keep.

### **Expired Orders and Administrative Discharges**

- **Youth who are discharged from a JCI** due to an expired order or an administrative discharge **are to be given their portfolios** when they leave [see Chapter 18].

### **Inter-Institution Transfers Between LHS and MJTC**

Designated education staff at LHS are responsible for the transfer of the youth's portfolio when a youth transfers to MJTC. The portfolio should be transferred along with other file materials.

### **Youth Transferred Between Agents**

Youth who are transferred from one agent to another are to be responsible for bringing the portfolio to the first meeting with the new agent.

- The new/current agent will review the contents of the portfolio then review the contents with the youth at a subsequent meeting. The portfolio will then be returned to the youth.

### **Youth Who Return to the JCI**

- Youth who are terminated from Type 2 community supervision are to have their Portfolio returned, by the agent, to the education department of the JCI at the time the Regional Chief signs the Termination of Type 2 Community Supervision Report Face Sheet (DOC 1945). Note: A field supervisor and agent may return a portfolio prior to completion of the DOC 1945 if they are certain the youth will be terminated from Type 2 community supervision.
- Youth on state aftercare who are returned to the JCI due to revocation of their aftercare are to have their Portfolio returned to the education department of the JCI. The Portfolio

is to be sent when the revocation process has been completed signified by either the Division of Hearings and Appeals signing the DHA-11 or the DJC Administrator signing the Department Revocation Order (**DOC-1700**). Note: A field supervisor and agent may return a portfolio prior to completion of the DHA-11 or the **DOC-1700** if they are certain the youth will have their aftercare revoked.

- Missing, lost, or damaged portfolios will be re-developed with the youth upon return at no cost to the youth.

### TRACKING PORTFOLIOS

The movement of portfolios is to be tracked in COMPAS notes. This movement could be from one institution to another or from the institution to the youth. Each institution office should designate a staff person to enter a COMPAS general note whenever a portfolio is received or transferred. The note should include the date the portfolio was received/transferred and if transferred, where it was sent.

#### DJC Agent

- ✓ Review portfolio between first and second visit with youth. Review contents of portfolio with youth at next meeting.
- ✓ Document in the portfolio additional LWE related achievements, e.g., completion of career and technical education training, completion of an HSED or GED, etc.
- ✓ Work with the youth, placement facilities, schools, workforce development partners, and families to ensure the portfolio continues to be maintained and includes a complete record of the youth's current achievements. (see Chapters 13, 14 & 16)

#### Revealing Contents of Portfolio

- ✓ Staff should **be sensitive to the confidential nature of achievements** accomplished by the youth in the JCI and the community.
- ✓ Staff should **discuss what information is appropriate for the youth to use in contacts with others** such as employers and post-secondary education professionals versus information the youth and/or his or her family may not want to reveal.

#### Completing Job Applications and Job Interviews

- ✓ Advise youth that if asked on an application or during an interview if he or she has ever been **convicted** of a crime, the answer is "No" if the youth has only been adjudicated for an offense in juvenile court.
- ✓ If a youth has been convicted in criminal court, the youth must answer "Yes" to the question.
- ✓ If a youth has been adjudicated and convicted, only the conviction must be revealed.

- ✓ For jobs in specific areas such as childcare, information about an adjudication can be requested by the work site, in accordance with the provisions of the Caregiver Background Check Law (s.48.685, Stats.).

## COMMUNITY WORKFORCE DEVELOPMENT PARTNERSHIPS

### Goals

The final main component of the LifeWork Education program is **establishing and enhancing partnerships with the existing workforce development system**. Wisconsin has a strong history of innovation and has led the nation in workforce development initiatives.

The LifeWork Education program seeks to **build a bridge between the juvenile justice system and the Wisconsin workforce development system**. The program expands the juvenile justice system's capacity to access workforce development programs. The program works with our workforce development partners to develop ways to successfully prepare this untapped labor pool for employment that will strengthen Wisconsin's economy.

**This component consists of capacity building, for juvenile justice and workforce development staff, development of pilot projects, establishment of formal referral processes, and increased use of Job Center and Career Center services and resources.** Capacity building includes development of **resource materials, training and technical assistance**, and increased exposure to **cross system round tables, conferences, and other events**.

### Wisconsin Workforce Development Resources

Wisconsin was one of the first states to implement the one-stop concept for workforce development services through the establishment of **Job Centers**. Currently there are over 60 Job Centers around the state. Those Job Centers, and the entities that operate programs from them, along with school districts, Technical Colleges, and business provide a comprehensive statewide workforce development service delivery system available to youth and young adults.

Partnerships with entities such as the **11 Workforce Development Boards**, the **Department of Workforce Development**, other **state agencies, school districts, technical colleges, county entities, and the business community** forms the foundation for this component of LifeWork Education.

### Utilizing Job Center Resources

#### ***Responsibilities of Agents and (SERO) Corrective Sanctions Program Youth Counselors***

After reviewing the portfolio with the youth, agents and YC's can use the following checklist as a guide to utilizing the community resources discussed above. The checklist was designed for field agents and youth counselors to help youth find work and future careers. Some items listed are recommended for all youth although specific items are more suitable for youth 16 and older.

\* Indicates suggested requirements for youth 16 and older.

1. Review Lifework Education Portfolio with youth. Have youth explain what is in the portfolio and how they will use it in the community. Also have youth explain to you what materials they will continue to add to the portfolio while in the community. Have youth identify the address of a local job service center.
2. \* Begin to complete the Youth Job Service Registration form. If a job service center is not available, use a local library computer, or personal computer to access JobNet, or search local new papers for job opportunities. (See **Youth Job Service Registration Form** available on MyDOC).
3. \* Have youth go to the Job Center and register. Continue to complete the Youth Job Service Registration form.
4. \* Have youth pick 3 or more jobs, using JobNet that he/she is interested in and print them off while at the Job Center. Bring them to the Job Center for the Job Development Coordinator or other support staff to discuss job selections. Continue to complete the Youth Job Service Registration form.
5. \* Have youth ask if the Job Center has information on Job Service training programs. Youth should also ask a staff member at the Job Center specifically for resume writing and job search workshops. How much do they cost? How often are they held? Continue to complete the Youth Job Service Registration form.
6. Review at least 3 completed job applications to ensure youth is filling them out correctly.
7. \* For appropriate youth: have youth visit or call a technical college or university to order information on a program they are interested in, bring it to the Job Center for the Job Development Coordinator or other support staff.
8. Routinely review with him/her job retention skills.
9. Assist youth in keeping their resume updated and current.

### **Benefit for Youth**

Remaining in the community, completing educational goals, obtaining and maintaining employment, and identifying and working toward a career goal will measure success of the LifeWork Education program for each youth.

## **INSTITUTION EMPLOYMENT PROGRAM**

### **OVERVIEW**

#### **Employment Program for HSED students and graduates**

Employment provides young adults with the opportunity to develop work skills that will help them transition to productive jobs once they leave Lincoln Hills/Copper Lake School. Youth fill out job applications and are then interviewed for specific jobs. The interviewer will seek references

from staff working with the youth. Youth are placed at a variety of work sites throughout the school. Working within the school gives the young men and women an opportunity to get meaningful employment and acquire vocational skills and qualifications. They can develop a real work ethic, current work experience and skills, including working with others, following instructions, working to meet deadlines, punctuality, regular attendance, multi-tasking and interpersonal skills. Participants meet regularly with the Employability Skills Teacher to discuss job skills, goal setting, job readiness, and future employment. Youth are evaluated by work site supervisors on a weekly basis and this information is given to the youth and Employability Skills Teacher. Youth can become mentors for the students in the Employability Skills Program.

## **Employability Skills Program or E.S.P.**

### ELIGIBILITY CRITERIA

- 17 years or older
- Do not qualify for H.S.E.D. (below a 9<sup>th</sup> grade reading level)
- Credit deficient

### Overview

The Employability Skills Program is designed to help students develop their career plans and improve their employability skills. It will help students make smooth transitions from their classrooms to meaningful jobs. Future success in the workplace requires important skills and qualities. Students will develop thinking skills and personal qualities that will make them a more capable person and valuable worker. Students will improve their ability to read, write, speak, listen and solve math problems. Students will develop the workplace know-how needed to perform well on a job.

- Academics will be taught using more real work ideas. English=interviews, job applications, business letters, employment test etc. Math = budgets, check writing etc. Students continue to earn credit towards high school graduation.
- The Daniel Memorial Independent Living Assessment for Life Skills will be used in the academic classes.
- Students will work part time at the different institution jobs. Application and interview process is completed the same as explained with the HSED students and graduates.
- Students will be assigned a mentor at the assigned jobs
- Students will start at lower rate of pay than our traditional institution workers and be offered raises as they complete the necessary assignments in class and at the jobsite.
- Role playing, guest speakers, and scenarios will be used in the classroom
- Each student will have an Individual Learning Plan (ILP) which will facilitate students' smooth transition from school to work.

## 8<sup>TH</sup> GRADE ADVANCEMENT POLICY

### PURPOSE

To establish guidelines for DJC staff for advancing youth from eighth grade to ninth grade.

### POLICY

DJC's secured Juvenile Correctional Institutions shall follow the requirements of s. 118.30, Stats., in implementing procedures relating to the advancement of youth from 8<sup>th</sup> to 9<sup>th</sup> grade. A youth shall meet the legal requirements in order to advance to 9<sup>th</sup> grade.

### PROCEDURES

A youth must demonstrate proficiency by acquiring **8 points from one or a combination of options as** described below:

#### Option 1

##### **8<sup>th</sup> Grade Academic Performance**

1. Youth earn one point for obtaining a passing grade in one or more of the following subjects: language arts/English, mathematics, social studies, and science.

#### **Option 2**

##### **A. 7<sup>th</sup> and 8<sup>th</sup> Grade Performance**

- a. Youth earn one point, with a maximum of 6 points, for obtaining a passing grade in one or more of the following subjects: language arts/English, mathematics, social studies and science.

##### **B. Wisconsin Knowledge and Concepts Exam (WKCE)**

- a. Youth can earn one point, with a maximum of 2 points, for each proficiency level of basic or above on the Wisconsin Knowledge and Concept Exam (WKCE)

#### **Other Academic Criteria**

- a. Youth may earn a maximum of 4 points for satisfactory completion of an approved, individually designed, standards-based intervention program.
- b. Special Education (SPED) youth may earn a maximum of 4 points for satisfactory completion of standards based goals on their Individual Education Plan (IEP).
- c. Youth may earn a maximum of 2 points for demonstrating grade level proficiency on the STAR Renaissance Reading and Math standardized tests.

#### Option 3

##### **A. Automatic Advancement to 9<sup>th</sup> Grade**

- a. Upon a youth turning 16 years old, by statute they are automatically advanced to 9<sup>th</sup> grade.
- b. Upon a youth's satisfactory completion of 8 points, the school counselor shall document the youth's advancement to 9<sup>th</sup> grade.

**B. Appeal Process If Committee Does Not Recommend Advancement to 9<sup>th</sup> Grade**

1. The decision to recommend that a student not advance to 9<sup>th</sup> grade is to be included in the next Educational Report to JPRC (**DOC-1938**).
2. A parent/guardian of any student who is not recommended for advancement to 9<sup>th</sup> grade may appeal that decision within 10 days of receipt of the denial decision.
3. The Education Director shall review the committee's decision and issue a written final decision within 10 days of the appeal and send a copy to the parent.
4. If the parent is dissatisfied with the Education Director's decision, the parent may appeal to the Superintendent within 10 days of receiving the Director's decision. The Superintendent issues a written decision within 10 days and forwards it to the parent.

## **HIGH SCHOOL GRADUATION POLICY**

### PURPOSE

The purpose of this policy is to award high school diplomas to students who meet academic requirements.

### POLICY

DJC's secured Juvenile Correctional Institutions shall follow the requirements of s.118.30 and s.118.33 Stats., in implementing procedures relating to graduation from high school. A youth shall meet the legal requirements in order to graduate from high school.

### PROCEDURE

**A. Credits**

Under current law, in order to graduate and receive a high school diploma from a Wisconsin juvenile correctional school, students must earn a minimum of 20 credits. Beginning with the 2016-2017 graduating class, the minimum number of credits required to graduate will increase to 22. (In accordance with Wisconsin Act 63)

**1. Current High School Students**

- a. In the high school grades (until graduates of the 2016-2017 school year) students must earn a minimum of:

- 4.0 English credits including writing composition
- 3.0 Social Studies credits including state and local government
- 2.0 Mathematics credits
- 2.0 Science credits
- 1.5 Physical Education credits
- 7.0 Elective credits from a combination of career and technical education, fine arts,

foreign languages, and other course

b. Grades 7-12

In grades 7 to 12, students must earn a minimum of:

0.5 Health Education credits

2. 2016-2017 High School Students

\*beginning with the 2016-2017 graduating class, in order to graduate and receive, students must earn a minimum of 22 credits.

a.

4.0 English credits including writing composition

3.0 Social Studies credits including state and local government

3.0 Mathematics credits

3.0 Science credits

1.5 Physical Education credits

7.0 Elective credits from a combination of career and technical education, fine arts, foreign languages, and other courses

b.

Grades 7-12

In grades 7 to 12, students must earn a minimum of:

0.5 Health Education credits

## **B. Grade Placement**

1. The school counselor or designee reviews all prior school records and posts prior school credit to the official division transcript and identifies the current grade placement utilizing the following scale:

9 <sup>th</sup> Grade	00.0 – 4.99	Credits
10 <sup>th</sup> Grade	05.0 – 9.99	Credits
11 <sup>th</sup> Grade	10.0 – 14.99	Credits
12 <sup>th</sup> Grade	15.0 – 19.99	Credits

2. In accordance with Wisconsin Act 63, beginning with students who would be graduating or their class is to graduate with the 2016-17 school year, the following grade placement scale will be used:

9 <sup>th</sup> Grade	00.00 – 5.49	Credits
10 <sup>th</sup> Grade	05.50 – 10.99	Credits
11 <sup>th</sup> Grade	11.00 – 16.49	Credits
12 <sup>th</sup> Grade	16.50 – 22.00	Credits



**C. Educational Progress**

1. Education staff provides instructional programming in the areas identified as deficient to the graduation requirements.
2. At least every 90 days, education staff completes the Educational Report to JPRC (**DOC-1938**).
3. Upon completion of the required twenty or twenty two credits, education staff will submit to the school counselor or designee all earned credit information for review.
4. The school counselor or designee will review all prior and current credit information to ensure that all DPI graduation requirements have been met.

**D. Graduation**

1. When the school counselor or designee has determined that all requirements are completed, he/she will recommend to the Education Director or designee that a high school diploma be awarded to the student.
2. The Education Director or designee from the facility will issue a high school diploma to the student.
3. Graduation will be documented in JJIS under Youth Oriented Course and Credits Graduation Screen with the date and graduation code.

**E. Students with Disabilities**

1. The Individual Education Program (IEP) team for a child with a disability, as defined in s.115 Stats., may establish alternatives to the high school graduation requirements.
2. A parent of a child with a disability who has met the high school graduation requirements must receive prior written notice that by graduating from high school, their child will have completed their secondary school education. As such, the child will no longer be eligible to receive special education services. If the child has reached the age of majority, the notice must be provided to both the individual and the individual's parent.

**F. Administration**

1. The Education Director shall:
  - a. Be responsible for the general supervision and management of the graduation of students under this policy.
  - b. Develop, review, and recommend policies to prepare students to satisfy the criteria in this policy and to otherwise implement this policy.
  - c. Ensure the established policies and procedures, described under the Education Documents section of this chapter, for submitting the Education Report to JPRC (HSED) (**DOC-1937**) or the Education report to JPRC (**DOC-1938**) are followed.

**G. Appeal Process**

1. A parent/guardian of any student (or an adult student) who has been denied graduation after successfully completing the required credits may appeal that decision.
2. The parent/guardian of any youth who has been denied advancement to 9<sup>th</sup> grade may appeal that decision by writing to the Education Director at the institution.

3. The Education Director shall review the committee's decision and issue a final decision within 10 days of receipt of the appeal. The written decision shall be sent to the parent.
4. If the parent/guardian is dissatisfied with the Education Director's decision, the parent/guardian may appeal to the Superintendent within 10 days of receiving the Education Director's decision. The Superintendent shall issue a written decision within 10 days and forward it to the parent/guardian.

## **HSED TESTING**

### PURPOSE

The purpose of the procedures in this section is to ensure that High School Equivalency Diploma (HSED) testing is accomplished according to established rules and guidelines in order to provide a service to students and protect the integrity of the high school diploma that can be earned.

### POLICY

It is the policy of the Department of Corrections to provide opportunities for qualified students to participate in HSED testing. The Chief Examiner at each testing site is responsible for managing the testing center according to the policies and directives of the GED Testing Services and the Wisconsin Department of Public Instruction. Additional DOC guidelines have been established to provide a uniform experience and reliable records for students transferred from one facility to another.

This policy does not pertain to any HSED Testing Center operated by other agencies in facilities providing education to DOC inmates. However, it is the policy of the DOC to encourage efficient record transfer between HSED Testing Centers.

### REFERENCES

- GED Testing Service Website ([www.gedtestingservice.com](http://www.gedtestingservice.com))
- The Wisconsin High School Equivalency Diploma from Department of Public Instruction (DPI) s. PI 5.
- GED (General Education Diploma) Test Administration Handbook.
- Pearson Vue Test Center Guidelines
- Teachers Guide to the 2014 GED Tests
- Assessment Guide for Educators

### REQUIREMENTS TO OBTAIN HSED

Requirements for obtaining a Wisconsin High School Equivalency Diploma are contained in ss. PI 5.03, 5.035 and PI 5.05, WI Adm. Code. They include:

- Satisfactory completion of each test of General Education Development (GED) with a passing score of 150 on each test.
- Participation in counseling sessions which include:
  - ✓ Reading level assessment
  - ✓ Career interest aptitudes
  - ✓ Discussion of the HSED/GED/High School Diploma options available
  - ✓ Development of a plan for completing one of the options

- Successful completion of one of the following:
  - ✓ 0.5 high school credits in health.
  - ✓ A course in health approved by the State Superintendent of Public Instruction
  - ✓ A passing score on a test in health approved by the State Superintendent of Public Instruction through a Wisconsin GED Testing Center
- Successful completion of one of the following:
  - ✓ Three high school credits in social studies
  - ✓ A course in citizenship/civic literacy approved by the State Superintendent of Public Instruction
  - ✓ A passing score on the Civic Literacy test approved by the State Superintendent of Public Instruction and administered through a Wisconsin GED Testing Center
- Completion of employability skills component
- Completion of career awareness component

#### REQUIREMENTS FOR OBTAINING A WISCONSIN HSED BASED ON A FOREIGN DIPLOMA OR DEGREE

State Superintendent of Public Instruction shall grant under s. PI 5.08, WI Adm. Code, a high school diploma to a person who meets the requirements of s. PI 5.03 and all of the following:

- Presents a high school diploma or the equivalent or a degree from an institution of higher learning earned in another country and a certified transcript attesting to the completion of the program of study required for the diploma or the degree. If this transcript is not in English, the applicant shall also provide a certified translation.
- Has United States citizenship **or** meets both of the following requirements:
  - ✓ Documents that he/she is able to speak, read and write words in ordinary usage in the English language as required for United States citizenship under 8 U.S.C 1423
  - ✓ Successfully complete a course in citizenship approved by the State Superintendent of Public Instruction; received a passing score on a test in citizenship administered by the State Superintendent; or documents that he/she has satisfied the requirements for a knowledge of United States history and forms of government required for United States citizenship under 8.U.S.C 1423.

#### LOCATION OF TESTING CENTERS

- HSED Testing Centers are established in many DOC facilities.
- DPI State Administrator approves the opening and closing of testing centers.
- DPI or GED Testing Services may suspend and lift a suspension at any testing center.
- Chief Examiner must report as soon as possible to the DPI State Administrator any suspension or special problem concerning the testing center.

### PROCEDURES PRIOR TO EXAMINATION

- GED Testing Service requires written confirmation of eligibility including the student's signature using the appropriate form. Original form must be retained at the testing center with a copy in the student's education file, for use in verifying that the candidate is, in fact, the person he or she claims to be.
  - ✓ Minimum age for testing and issuance of a High School Equivalency Diploma is at least 17 years.
  - ✓ All applicants who are at least 17 years old, but not yet 18, must have the Education Director's written approval prior to any GED testing.
- First time testing for any GED test is permitted after classroom instruction and/or self-study and when the following requirements are met:
  - ✓ Student is enrolled in HSED program through completion of DPI Form PI-1783. Document in JJIS by "enrolling" student in Course #176.
  - ✓ HSED teacher may refer a student who has passed a GED pretest
  - ✓ Chief Examiner or Alternate Examiner tests only those students referred for testing by their instructor who has the requirement education records on file.

### TESTING CENTER PROCEDURES

- Chief Examiner adheres to all DPI, DOC, and GEDTS regulations/instructions regarding test security, administration and centralized scoring.
- GED tests are administered with the following time limits:
  - ✓ Reasoning Through Language Arts: 150 minutes
  - ✓ Mathematical Reasoning: 115 minutes
  - ✓ Social Studies: 90 minutes
  - ✓ Science: 90 minutes
- Special accommodations
  - ✓ GED TS may require special accommodations on a case by case basis
  - ✓ DOC/DJS School Psychologist or one of the professionals listed in the GED Test Accommodations booklet must review and approve the request
  - ✓ Neither special education teachers nor ophthalmologists are considered qualified diagnosticians
  - ✓ Additional information can be found at [www.gedtestingservice.com](http://www.gedtestingservice.com)

### LEAVING THE PREMISES

- Students may not leave the testing room until they have completed the test and returned the erasable whiteboard and marker to the examiner.
- If a student must leave the room, the testing session is concluded.

### CRITERIA FOR EVALUATING TEST SCORES

- A minimum score of 150 for each test is required for a HSED.
- **Any GED test score of less than 150 is considered failing.**

### RE-TESTING PROCEDURES

- Students are eligible for **re-testing referral after 30 days**.
- Student must have **teacher approval** to re-test.

GED Testing Service allows individuals to retake the tests with a 30-day waiting period.

### TESTING CENTER RECORDS

- Records of all GED testing activity will be maintained by the Chief Examiner to include:
  - ✓ Data shall be entered into JJIS student database and maintained in institution educational archive files.
  - ✓ Method of notifying students and teacher(s) of the test score.
  - ✓ Entry in DOC education record.
  - ✓ All pertinent information necessary for the completion of the General Educational Development Testing Service's Annual Report is in the GED Manager and Oklahoma Scoring Database.
  - ✓ A procedure to transfer student records to other DOC facilities.
- Sending Scores

Official GED Testing Center Records of scores of individual students may be sent to any school, employer, military operation, etc., in any state at the written request of students or former students who complete an appropriate signed request.

- Student Orientation to the Pearson Vue/GED Testing Center

Orientation will include information regarding the types and location of records and the proper way to access them. Official GED Testing Center records of scores of individual students shall not be transferred by the center to the departments of public education in other states for the purpose of assisting a student in obtaining a GED credential in those states.

## CHIEF EXAMINER AND ALTERNATE EXAMINER(S)

### Chief Examiner

The appointing authority of each JCI selects a Chief Examiner for the HSED Testing Center who meets the established educational qualifications and submits the name for approval to appropriate DPI staff.

Upon DPI approval, the Chief Examiner directs the business of the center. He or she establishes a testing schedule, conducts testing sessions in accordance with instruction and procedures, and maintains records as required.

### Alternate Examiners

The appointing authority selects alternate examiners or proctors as needed who meet the established qualification and submits the name(s) for approval to appropriate DPI staff.

Upon approval by DPI, the alternate examiners or proctors are empowered to perform assigned duties appropriate to their qualification as directed by the Chief Examiner.

The Chief Examiner and Alternate Examiner will meet minimum educational qualifications and will attend the mandatory DPI Annual GED Conference and training sessions.

## **DJC TRANSITIONAL INDEPENDENT LIVING PROGRAM PREPARING YOUTH FOR INDEPENDENT LIVING**

The primary focus of the Independent Living program is to assist youth 17-22 years of age who are emotionally and behaviorally able to live on their own, and further interested in acquiring the skills and tools necessary to do so.

*In general, youth who will discharge in less than one to two months are probably not best served in TILP. A minimum of three to six months is ideal to set and accomplish goals.*

Youth who may need Independent Living Services move through the following stages to determine eligibility, readiness, and provision of services:

- I. Screening & Assessment**
- II. Active Participation**
- III. Support Services**

### **I. SCREENING & ASSESSMENT**

The Social Worker or Agent screens a youth's readiness for independent living on an on-going basis. Primary factors to determine suitability include consideration of the youth's attitude, motivation and the transferability of skills already learned.

In this screening process, youth who exhibit several of the following are probably not appropriate for the Independent Living Program at this time.

- ☐ Less than 2 months left on supervision
- ☐ Violating rules of supervision/institution

- ☐ Returning for sanctions/security placements
- ☐ Recurring positive UA's
- ☐ Excessive confinement hours
- ☐ Need counseling but not yet involved or committed to the process
- ☐ Not attending school regularly/not completing homework
- ☐ Volatile, rapidly changing residence or home in state of emergency
- ☐ Mental health issues that significantly interfere with daily functioning, including refusal to take prescribed medication
- ☐ Does not voice motivation for positive change
- ☐ Lack of progress on his/her level system
- ☐ Not participating in community service requirements

The Agent or Social Worker use the following guideline to determine if a youth is appropriate for referral to the Independent Living Program.

**Youth must meet *all* of the criteria in Part A and a *majority* of the applicable criteria in Part B:**

**Part A**

- ☐ Be identified as a Serious Juvenile Offender, Corrective Sanctions Youth, or Chaffee Eligible\*
- ☐ Be willing to participate in goal-setting and activities that address their identified independent living needs.

**Part B**

- ☐ Have an original Social Security card
- ☐ Have a certified birth certificate
- ☐ Have a State I.D. or Wisconsin Driver's License
- ☐ 17 years of age or older
- ☐ Positive work attitude
- ☐ Demonstrate ability to manage time and engage in positive recreation
- ☐ Paying restitution
- ☐ Paying ticket obligations
- ☐ Understands the goals on their Individual Case Plan and demonstrates progress on them
- ☐ Daniel Memorial Assessment shows that youth has need for independent living training
- ☐ Actively seeking employment with a record of applications submitted
- ☐ Has had a part-time or full-time job – include any work in the JCI
- ☐ Completed a resource tool such as the Pocket Book of Job Search Data & Tips
- ☐ Has had volunteer work or community service experiences
- ☐ Enrolled in secondary education or HSED program and attending regularly
- ☐ Attend counseling and/or groups as required
- ☐ Taking medication regularly if required

*Please note per CMM 7:8, designated JCI staff are responsible to insure that the original Social Security card and certified birth certificate are in a sealed envelope and stapled to the back inside cover of the Lifework Education Portfolio. Youth will receive their state ID (paid for by*

*DOC) while in the JCI. Once released, the Agent is to insure that the youth report to the DOT within ten days to obtain an updated ID showing their new address.*

### **\*Chaffee Eligibility Criteria**

Chaffee eligible youth *must meet* criteria #1 and #2.  
Criteria #3, #4, and #5 explain the limits of eligibility.

1. Are between the ages of 15 to 21 and are “likely to remain in out-of-home care until age 18”.
2. Have been in out-of-home care (OHC) placement (foster home, group home, residential treatment center or court ordered Kinship Care) for at least 6 months after the age of 15 OR have been in out-of-home care for at least 6 months, any time during their lives, but adopted after the age of 15. **(Juvenile correctional institutions DO NOT count as out-of-home care.)** OHC provided by a delinquency order does count towards the 6 months of out-of-home care required to qualify.
3. Eligibility for Chaffee youth stops when the youth is in a JCI or when the youth is living with their parents or guardians if the guardian was not appointed by the court.
4. If a youth is eligible by meeting the criteria of #1 and #2 above but turns 18 while in a JCI or while living with their parents, they will lose their eligibility permanently.
5. If a youth is eligible by meeting the criteria of #1 and #2 above and is in OHC, state or county funded, on or the day before their 18<sup>th</sup> birthday they will continue to qualify up to the age of 21 of IL services and up to age 23 for educational support.

If the agent/social worker determines a referral is appropriate a Referral Form DOC-2368 should be submitted via e-mail to the Independent Living Coordinator.

Upon receipt of the referral, the TILC will contact the agent or social worker to discuss the youth’s readiness and, if appropriate, set up an interview with the youth.

Upon completion of the assessment, the TILC will contact the social worker or agent regarding the youth’s acceptance or denial into the Independent Living Program, or make recommendations that the youth should address prior to admittance to a program. Acceptance or denial will be entered in chronological notes by the TILC.

## **II. ACTIVE PARTICIPATION**

If a youth is found appropriate for the Transitional Independent Living Program, goals are established based on his/her current needs. It should be noted that this stage may overlap with the Supportive Services State. What follows is a list of **possible** services available for youth at this stage:

- Workshops such as Dress for Success, Job Seeking and Maintenance Skills, Job Readiness (filling out of applications and follow up), The Power of Money – Budgeting/Housing, College – What it Takes, Food Management, Health & Hygiene, Emergency & Safety, Time Management-Leisure Activities, Community Resources
- Refer youth to local job training programs
- Assist with resume development
- Assist youth with interviewing techniques and mock interviews
- Discuss post-secondary educational opportunities to obtain marketable job skills
- May provide financial assistance in acquiring driver’s permit or license
- May provide financial assistance in purchasing suitable interview attire



- May provide financial assistance in purchasing employment related work tools, clothing or equipment
- Assist youth in acquiring a bank account
- Planning a budget for transportation whether it's a car, saving money for one, planning for insurance, understanding bus transit system
- Accessing community resources that can assist with independent living
- Employment maintenance coaching
- Grocery shopping and menu planning skills
- Tenant rights & responsibilities
- Information on responsible sexuality and parenting
- May provide financial assistance for educational programs
- Preparation of a work/recreation schedule
- Preparation of an individualized budget based on current earnings

*Please note that when a youth transfers from the institution to a community placement a one month stabilization period is required prior to any financial support services being offered.*

### **III. SUPPORTIVE SERVICES**

Youth who have participated in the Independent Living Program are in the Supportive Services stage when they met all the requirements of the Active Participation stage and are ready to live independently. A successful plan to live on their own requires that they first meet the following criteria:

- ☐ Have permission from their parent to live on their own
- ☐ Follow rules of supervision
- ☐ Have a job working 30 or more hours/week for a minimum of 1 month
- ☐ Have a bank account with at least \$300
- ☐ Have a written budget based on their current earnings
- ☐ Have reliable transportation (bus/car)

When the youth meets the above criteria the TILC will work on the following goals with the youth:

- ☐ Assistance seeking & obtaining affordable housing
- ☐ Assistance setting up utilities
- ☐ Assistance acquiring household items needed for independent living
- ☐ Financial assistance up to \$500 may be available for security deposit or partial rent subsidies

The TILC will provide support services to the youth for approximately 3 months. During this time the TILC will evaluate the youth's progress, coach and redirect as needed, and be available for daily living questions. It is anticipated that youth will be discharged from the program at the end of the Support Phase. TILC will notify DJC staff via email and chronological note, that youth is now discharged from the Independent Living Program.

## **SUBSTANCE USE DISORDERS (SUD)**

### Overview

A significant percent of youth placed in Juvenile Correctional Institutions (JCIs) have a history of alcohol and/or drug use or abuse. Addressing substance abuse needs of youth is of paramount importance to their successful reintegration into the community.

LHS Substance Use Disorders Program (SUD) utilizes “Seeking Safety” which is an evidenced based, manual-guided, cognitive-behavioral approach, designed for individuals with co-occurring substance abuse and post-traumatic stress disorder (PTSD). It is a present-focused therapy that focuses on building current coping skills.

### DJC SUD TREATMENT GOALS

The goal of the SUD program is to reduce substance abuse by recognizing how substance use impacts our youth’s behaviors and develop strategies to regain power to make healthy choices. Youth in this program will learn coping strategies without the use of substance, manage trauma symptoms, develop grounding techniques, set boundaries, learn how to recognize healthy relationships, and identify people who are supportive in their recovery. The institution program builds the foundation with the youth such that recovery can be transitioned to the community with the support of their significant others.

### SCREENING AND ASSESSMENT

Substance use screening and assessment help ensure that the youth is receiving the type of treatment he or she needs in order to live a drug free life. DJC has developed assessment tools and to ensure a comprehensive and consistent screening process for all youth who enter a JCI. This process is documented in order to retain the information for the youth as they move forward in their programming needs.

In accordance with I.M.P. #13: *Confidentiality of Alcohol and Other Drug Abuse (AODA) Treatment Records*, all juveniles must receive a confidentiality notice prior to any AODA screening or treatment. The youth shall be provided a copy of the *Confidentiality of Alcohol and Drug Abuse Information* form (DOC-2108) and provided explanation. After the youth is given an opportunity to ask any questions, the youth is asked to sign the form as acknowledgment that he/she received and understands the confidentiality notice. If the youth refuses to sign the form, the staff member shall note the refusal on the form, sign and date the form.

Upon initial admission to a JCI, the Reception social worker administers the COMPAS – Youth, risk and needs assessment tool. Those who are identified as moderate to high SUD need, scoring a 4+ on either scales 12, 13, or 14 will be referred to a SUD social worker for a formal assessment using the Adolescent Diagnostic Interview – Light (ADI-L). If the youth does not score a 4+ on either scales and the social worker believes that the youth needs to be screened further, the social worker may refer the youth for a full assessment.

The SUD social worker will complete the ADI-L assessment prior to the youth being transferred to another JCI or community placement. The SUD social worker enters the appropriate ADI-L information into the SUD Roster in JJIS. Periodically, the SUD social worker reassesses a youth based on new information received by JCI staff from counties, new information from a parent/guardian, or when the youth admits he or she lied during the screening.

The ADI-L Collateral Information is also used to determine the youth's appropriateness for participation in the SUD program and is used by OJOR when establishing substance abuse as a broad goal. If the youth is diagnosed with a substance use disorder and determined by OJOR to be placed into the program they will be placed into a group based on their risk level. Low risk youth will participate in groups independent of moderate and high risk youth. Moderate and high risk youth will participate in groups co-mingled. The dosage of the full program is approximately 48 hours.

- Upon a **Youth's Return** to a JCI

- ✓ **Re-administer the ADI-L** to establish the youth's current substance use if:
  - a) youth previously scored 4 or higher on COMPAS-Youth Part 3 scales, or
  - b) youth returned based upon a substance use related violation or new offense, re-administer ADI-L to establish youth's current substance use, or
  - c) youth has history of substance use while under community supervision.
- ✓ If the youth returns to a JCI **after a 6-month or longer absence**, re-administer the ADI-L to establish the youth's current substance use.
- ✓ If the youth returns in less than 6 months for an aftercare revocation/termination of type 2 status based upon an substance use-related violation or new offense, re-enroll youth in SUD based on youth's original ADI-L assessment.

Youth who have returned to the institution and have previously completed the *Seeking Safety* program may be determined appropriate for a relapse group. This group will entail an abbreviated program highlighting specific modules and will be eight to ten weeks in length. This group also may include low, moderate, and high risk youth co-mingled.

### INFORMATION GATHERING

SUD staff are charged with creating an accurate picture of the youth's life involving use/abuse of substances. They may reach out to other DOC staff or county personnel in order to gain answers to questions. Additional resources may consist of:

1. Information in the youth's committing Dispositional Order.
2. Any Termination of Parental Rights actions have been filed and, if so, the status of the proceedings.
3. All prior juvenile court orders.
4. Any Permanency Plan completed for a youth previously placed in alternate care.
5. Any related medical information incorporated into the *Assessment and Evaluation Report* (AER) from the results of the *Health Screening* (DOC-3387) process. Please note, medical information is protected under HIPAA rules so AODA staff may need to contact HSU staff directly to find out relevant medical information.
6. The youth's social services filed opened by the OOA to familiarize self with youth's history.

In addition, SUD staff interview the youth for his/her own perspective of any alcohol and/or drug use or abuse. This interview can be a great source of information even if the youth refuses to answer. The lack of answers or minimization of answers can be very telling of the youth's ability to be honest with one self and others. Moreover, the interview provides a chance for the staff to learn about the youth's strengths and needs, attitude toward

commitment, awareness of his or her effects on victims/witnesses, and perception of his or her treatment needs.

### GENERAL SUD TREATMENT PROGRAM INFORMATION

The standard DJC SUD Treatment program length is approximately 16 weeks. All SUD programming must be secular in nature and youth shall not be required to participate in a program with a religious component. Treatment consists of group and individual counseling. A written referral process is established to address those issues which are beyond the training and expertise of SUD program staff. All JCI policies and procedures apply to the SUD program. Confidentiality of SUD treatment records is covered by state and federal laws. See CMM Chapter 27 regarding applicable statutes and how to obtain written consent to release a youth's confidential SUD records.

### ELIGIBLE YOUTH

Youth who are eligible for SUD Treatment programming will:

1. have a history of substance abuse issues **OR**
2. score 4+ on the COMPAS Youth Substance Abuse Scale 12, 13 or 14 **OR**
3. have received a diagnosis of alcohol and/or drug abuse or dependency

### CORE CONTENT

The manual consists of 25 topics that are designed as cognitive, behavior, or interpersonal domains. The topics are designed to be independent of each other such that they can be utilized in any order or in any quantity based on the needs of the youth. The list of treatment topics is as follows:

- Introduction to treatment/case management/pre-test
- Safety
- PTSD: Taking Back Your Power
- Detaching from Emotional Pain (Grounding)
- When Substances Control You
- Asking for Help
- Taking Good Care of Yourself
- Compassion
- Red and Green Flags
- Honesty
- Recovery Thinking
- Integrating the Split Self
- Commitment
- Creating Meaning
- Community Resources
- Setting Boundaries in Relationship
- Discovery
- Getting Others to Support Your Recovery
- Coping with Triggers
- Respecting your Time
- Healthy Relationships
- Self-Nurturing
- Healing from Anger
- The Life Choices Game (review)
- Termination/post-test

The first two weeks of programming consist of individual sessions with the facilitator. The topics of introduction, safety, PTSD: Taking Back Your Power, and Detaching from Emotional Pain are completed. Although two weeks is anticipated for completion, the youth will need to have a strong understanding of these modules prior to being placed in the group setting; therefore, the time may be extended based on the youth's commitment. The following weeks consist of the remaining topics being completed through a group process that is open ended and rotates through a cycle format. Groups occur for 50 minute sessions three times a week. No more than two topics are covered in any single week. The youth will again meet for individual sessions with the facilitator for the last week. The focus is on completion of the relapse prevention plan and termination topics.

Girls identified with a treatment need participate in a treatment group named Reflections, a 10-week gender specific curriculum created to address the needs of adolescent girls. Over the course of five 1-hour sessions per week, the program presents a strength-based approach and a wide variety of treatment activities including group discussion, workbook activities, and development of a detailed autobiography of alcohol and drug use. This curriculum teaches youth to interrupt the relapse process before they return to their previous high risk behaviors.

### COMMUNITY AFTERCARE

As part of the transition back to the community, the youth needs a realistic Relapse Prevention Plan. The Relapse Prevention Plan will be incorporated into the youth's ICP and used in the reentry planning phases. Prior to the youth's release from the institution, the agent and the youth shall review the Relapse Prevention Plan together.

## **SUD ABBREVIATED RECEPTION PROGRAM**

### OVERVIEW

The SUD **Abbreviated Reception Program** targets juvenile males and females ages ten through seventeen with Alcohol and Other Drug Use and Abuse issues. The program shortens the length of the initial Assessment and Evaluation phase of programming to three days, on the consideration that the county provides recent SUD assessment and other required information on youth and has followed the process for screening and placement in the program. The duration of the program is approximately 16 weeks.

### PROGRAM COMPONENTS AND CONTENT

#### **Entry Requirements**

##### ***Legal Criteria***

- Youth meets the statutory criteria for correctional supervision under s. 938.34(4m).
- Court found youth to be delinquent for commission of an act, which if committed by an adult, would be punishable by a sentence of six months or more.
- Youth must have a commitment to the Division of Juvenile Corrections of not less than six months.

- Court found youth to be a danger to the public and in need of restrictive custodial treatment.

### **Youth Characteristics and Criteria**

- Youth must be between the ages of ten and seventeen.
- Youth does **NOT** have serious mental health needs.

### **Components**

- Reception that includes basic orientation on institution rules, behavior expectations, clothing, schedules, etc. and educational placement
- Placement in the LHS SUD program

### **Processes**

#### **Placement**

1. Office of Juvenile Offender Review (OJOR) at Lincoln Hills School will serve as the initial contact for county workers.
2. Referrals will be pre-screened via the telephone by OJOR and tentative approval will be given verbally to the county worker.
3. Appropriate information **must** be provided **prior** to the youth being accepted to the program and physically admitted to Lincoln Hills School (see “Required Information, Forms, and Data” below).

### **Communications and Information Dissemination**

#### ***Contact Information***

- Primary Contact: Tonja Fischer (715) 536-8386 ext. 1165
- Secondary Contact: Renee Krueger (715) 536-8386 ext. 1216

#### ***Information Dissemination***

Information on the youth’s adjustment to the program will continue to be shared on a regular basis with the court, the family, and the county.

### **REQUIRED INFORMATION, FORMS AND DATA**

#### **County**

- An SUD Assessment with a diagnosis of chemical dependency or abuse completed on the youth less than six months prior to screening.
- A copy of the Court Report that includes a social history.
- Educational, medical, and mental health records. Educational records include transcript, cumulative records, immunization records, and special education documentation and signed consent forms for evaluation and placement.
- A transition plan (may be completed at first JPRC).
- A Family-Home Assessment (may be completed at the first JPRC).

### **Division of Juvenile Corrections**

The Unit Manager will prepare a document stating all information and documents were received and that Lincoln Hills School is accepting the information as the Assessment and Evaluation Report (AER). The assigned reintegration social worker will complete a COMPAS prior to the initial JPRC. If during the initial screening additional programming beyond the SUD program is being requested, OJOR and/or Unit Manager will refer the case to the Reception Unit Manager who will assign a Reception Social Worker to complete an Assessment and Evaluation Report (AER) at least 3 working days prior to the initial JPRC. The youth's adjustment to the institution will be documented in the AER-Observations and Analysis section. The Reintegration Social Worker will represent the institution at the initial JPRC.

### **NOTES**

OJOR will schedule the first JPRC within 21 days.

OJOR will designate eligibility for release upon successful completion of **SUD treatment program** and additional programming if requested.

## **SEX OFFENDERS ACCEPTING RESPONSIBILITY (SOAR)**

### **OVERVIEW**

The SOAR Treatment Program (Sex Offenders Accepting Responsibility) is designed as a module program and it is based on a cognitive-behavioral approach to sex offender treatment. SOAR consists of the following components: Juvenile Cognitive Intervention Program (JCIP), a cognitive restructuring program, and CORE Phases A and B, or C, which make up the sex offender treatment specific portion. The program is appropriate for both juvenile offenders who have a wide range of criminal behavior in their backgrounds and for those youth who have only histories of sexual offending. Once youth have started the SOAR program components, they generally will not be removed from them as both JCIP and CORE are viewed as the complete sex offender treatment program for youth.

### **ASSESSMENT**

As mentioned in Ch. 4, the psychologist assesses the youth using the MAYSI-2 to give staff information regarding areas in which the youth has the strongest needs. In addition, all juvenile sex offenders will be assessed by using the J-SOAP II as outlined in Chapters 4 and 13. Information from this assessment will be used to assist with further case planning for the youth upon transition from the JCI. All non-Chapter 980 youth will be assessed for sex offender treatment needs during reception. When the youth is returned to the community after completion of treatment, the assigned DJC agent continues periodic assessment using the J-SOAP II as outlined in Chapters 4, 10 and 13.

### **THE SOAR TREATMENT PROGRAM OVERVIEW**

The JCIP is a cognitive restructuring program designed to help youth build cognitive skills that will enable them to make choices that are pro-social. The JCIP curriculum consists of

three phases: Choices, Changes and Challenges. Choices and Changes are delivered to youth in groups at the institutions and Challenges is a self-paced application for youth on supervision in the community. Each phase includes several lessons that follow a standardized format. Each lesson includes presentations of concepts, role-playing and group exercise which enable youth learn skills to confront thinking distortions and patterns that have resulted in negative choices and behaviors. The first two phases take 11 to 13 weeks to complete. [See JCIP section below]

Participation in JCIP is a vital element in the SOAR program. It provides the groundwork for the CORE portions of sex offender treatment program and prepares youth for participation in group discussions and role-playing activities. The initial content of JCIP defines the concepts of beliefs, thoughts, feelings, behaviors, and consequences. The program then helps youth to identify how each of those concepts works in concert with the others. Finally, JCIP builds upon that foundation and helps youth to begin to see and take ownership of the patterns of thinking and behavior that have influenced their lives.

### **CORE Component**

Upon completion of the JCIP, youth begin the CORE treatment component. This portion of the program specifically addresses sexual offending. This program was originally adapted from an adult sex offender treatment program developed by Her Majesty's Prison Service in England and, with the assistance of Dr. Anna Salter, tailored for work with juveniles who committed sexual offenses.

This program was originally piloted in 1999 in the Wisconsin Department of Juvenile Corrections and modifications were made in 2005, 2007, 2008, 2010 and 2012. The changes have been based upon research in the field, successes in the program and a grant from US DOJ. Ongoing revisions and modifications to the program will continue in order to incorporate current research findings and best practice approaches in a field of study that continues to evolve rapidly.

### **JCIP and Core Orientation**

While the youth are in JCIP, the Core group facilitator will meet with them on an individual basis in an effort to give them an orientation to the Core program, and build rapport with the youth.

Based on the youth's JSOAP-II scores, COMPAS results, and other possible assessments, it will be decided if the youth would fit into the one of the following tracks: High Sexual Preoccupation or High Anti-Social Tendencies. Throughout Core there will be supplemental assignments for the youth based on which track they fit into.

### **Core Phase A**

When youth complete the JCIP program, they will likely be placed into a Core Phase A group. Phase A of Core is open-ended. A new member will start the program at whichever module the rest of the group is studying. Youth complete Phase A when they have completed all of the topics and assignments listed below. The youth should be able to



complete Phase A in three months. Youth who commit major conduct rule violations, or have other significant problems are likely to have slower progress in group.

#### Elements of Core Phase A

- What is Consent?
- Healthy vs. Unhealthy Relationships
- Understanding Risky Thinking
- Anti-Social Peers Carey Guide
- Anger Carey Guide
- Coping with Problems
- Sexual Fantasies
- Coping with Urges
- Emotional Regulation Carey Guide
- Moral Reasoning Carey Guide
- Pro-Social Leisure Activities Carey Guide
- Overcoming Family Challenges Carey Guide

#### Core Phase B

Phase B of Core is a close-ended group. The material in Core B builds on the material before it, so it cannot be done out of order. It should take a youth approximately three months to complete this phase. If a youth commits a major conduct rule violation while in Phase B, and they miss 3 or more group sessions, they will be restarted into the next Core Phase B group. It is anticipated that a new Phase B group will start every-other month. If a youth needs to be restarted in Phase B, and a new Phase B group is not scheduled to begin, that youth will then go back to Phase A until a new Phase B group starts, in order to enhance their awareness of the elements of Phase A.

#### *Elements of Core Phase B*

- Life History Presentation
- Patterns in Offending Presentation
- Offense Decision Chain Presentation
- Impact of Offending
- Victim Narratives
- Family/Other Role Plays
- Letters of Responsibility
- Risk Factors
- Who I Want to Be
- Handling Disappointments and Setbacks in Life
- Putting It All Together
- Future Me Role Plays
- Plan for Healthy Living

#### Alternative Treatment Program Option for Low Risk Youth – CORE C

Program objectives:

- To develop in youth a greater understanding of the definition of “consent.”
- To educate youth regarding sexual assault laws in the State of Wisconsin
- To provide youth with a better understanding of healthy relationships and how to build and maintain them
- To provide youth with a greater understanding about safe, healthy sexual functioning, healthy sexual practices, sexual development, and sexual identity
- To provide a youth a better understanding of how their thoughts and feelings played a role in their decision making and behaviors.
- To provide a greater awareness of how sexual assault impacts victims and provide an opportunity for youth to reflect on the impact they may have had on their victims
- Develop realistic goals and plans for the future while identifying pro-social methods for success by pointing out what and who helps to achieve those plans and goals.

Youth who will be considered for this program are those that, following an assessment and evaluation process, are determined to be in need of sex offender treatment and

- Youth who's sexual offense or misconduct does not appear to be the primary criminogenic need,
- Youth assessed as being at lower risk for repeat sexual offending,
- Youth that have been returned to LHS for a non-sexual offense/violation, but the offense/violation is determined to have elements of inappropriate or concerning sexual behavior,
- Youth that have engaged in inappropriate sexual behaviors that have not risen to the level of a crime,
- Youth who have been adjudicated for an offense that does not meet statutory criteria as a 980 offense,
- Youth not required to register with SORP.

CORE C elements are adapted from CORE A and B. The modules and their goals are as follows:

- Consent
- Healthy Relationships
- Sexual Relationships
- Healthy Sexuality
- Understanding Risky Thinking / Coping with Risk Factors
- Sexual Fantasies / Coping with Urges
- Offense Decision Train
- Impact of Offending
- Victim Role Plays
- Family Role Plays
- Being Successful

#### Family component

Every youth in our program has sexually victimized another person. Some of these victims are other family members, and when the victim is a younger sibling at home, the injury to the family is usually devastating. Sometimes it is not possible for the youth to ever live at home again. In other cases, it is hoped that the youth be able to return home after treatment, and in

some rare cases, the victim will be in the home. Other family issues that come up are the difficulty of some families to accept that their son committed a sexual assault, the ability of the family to help the youth with his relapse prevention plan, and family conflict. At times, the family is simply not a viable resource in helping the youth make progress toward positive goals.

DJC has provided family counseling on occasion, and this is an area targeted for expansion pending available resources. In the rare case where a youth will return to the home where the victim lives, an apology session between the youth and his victim and family is a minimal expectation. In these cases DJC makes efforts to involve a community counseling service provider who could verify that the victim is ready for the apology session, and could be a resource for additional services in the community.

## **JUVENILE COGNITIVE INTERVENTION PROGRAM (JCIP)**

### **OVERVIEW**

The JCIP is a cognitive restructuring program designed to help youth build cognitive skills that will enable them to make choices that are pro-social. The JCIP curriculum consists of three phases: Choices, Changes and Challenges. Choices and Changes are delivered to youth in groups at the institutions and Challenges is a self-paced application for youth on supervision in the community. Each phase includes several lessons that follow a standardized format. Each lesson includes presentations of concepts, role-playing and group exercise which enable youth learn skills to confront thinking distortions and patterns that have resulted in negative choices and behaviors.

In 2010, the curriculum was updated to incorporate evidenced-based practices and principles. Text was reordered to improve the flow, language was updated and text boxes were added to the Facilitator's Manuals to document the evidence-based rationale for emphasizing specific concepts and activities. The evidence-based practice of motivational interviewing is an example added to the Facilitator's Manuals. The bibliography was also updated to reflect current sources which were used in revising the material. To ensure standardized application and integrity of the curriculum, it is distributed only to those who have attended facilitator training.

### **PHASE 1 CHOICES**

#### **Curriculum**

- CHOICES consists of 13 lessons. The lessons are covered in group sessions which are held 2-3 times per week.
- Generally, Phase I is completed in 7-8 weeks.

**Goals**

- The primary goal of CHOICES is to help youth understand and challenge the thinking that encourages and excuses his/her own illegal or harmful behavior. Upon completing this phase, a youth should:
  - ✓ Understand how a person's beliefs, thoughts, and feelings affect their choices.
  - ✓ Differentiate between thinking that helps the youth get what they really want versus thinking that gets them in trouble.
  - ✓ Become skillful at writing Thinking Reports so they can find patterns in their thinking.
  - ✓ Recognize the underlying beliefs that keep them locked in a cycle of offending.

**Expectations for Youth**

In order to benefit from the group sessions, staff expect youth to be reliable, respectful, honest, involved, and to maintain confidentiality.

**Course Completion**

- Attend 13 of 15 classes and make-up missed classes.
- Complete homework assignments.
- Participate fully and respectfully in group.
- Successfully complete "cycle of offending" assignment.
- Score at least 75% on the final test.

**PHASE 2:****CHANGES****Curriculum**

- Consists of 13 lessons. The lessons are covered in group sessions which are held 2-3 times per week.
- Generally, Phase II is completed in 4-5 weeks.

**Goals**

- The primary goal of CHANGES is to build a youth's cognitive skills to help the youth to change thinking patterns and to develop pro-social interpersonal skills. Upon completion of the program, a youth should be capable of the following:
  - ✓ Set positive goals and recognize barriers that keep the youth from reaching the goals.
  - ✓ Use thinking in a conscious way to maintain better control of behavior during problem times.
  - ✓ Think through and solve problems more effectively.

**Expectations of Youth and Course Completion** See Choices sections above.

PHASE 3: CHALLENGES (COMMUNITY PHASE OF JCIP) See Chapters 13 and 16 for description of curriculum and goals.

### **FAMILIES COUNT (FAMILY COMPONENT OF JCIP)**

The FAMILIES COUNT Program is designed to be a three-lesson "bridge" program for youth leaving the institution and re-entering the community. Its purpose is to orient families to how the Juvenile Cognitive Intervention Program (JCIP) concepts and skills will help youth remain crime-free in their communities. FAMILIES COUNT specifically uses the format from CHOICES (Phase I) and CHANGES (Phase II) of the Juvenile Cognitive Interventions Program, with which the youth are familiar. Youth participate in the lessons as facilitators as well as students in addressing coming home issues for both parent and youth.

The JCIP Reference Guide available on MyDOC was developed by JCIP Trainer Kari Buske as an aide for parents, providers, social workers and agents to describe the main tools of juvenile cognitive intervention such as Stop and Think, the Choice Funnel, Thought Train, etc.

#### DELIVERY OF FAMILIES COUNT

- All youth who have completed JCIP will participate in a single combined session of Families Count following a youth's entrance into the Transition Phase. Both lessons 1 and 2 will be covered in one session at the institution.
- Lesson 3, the Check Up, should be conducted within 45 days of a youth's return to the community by the youth's agent.

#### Contents

**Lesson 1** – Social worker will facilitate the session on Hope, Optimism, and application of the JCIP concepts to communication challenges between parents and youth. Youth participates by demonstrating JCIP tools.

**Participants:** Social worker, agent, youth, parents and other Transition Team members, especially from the community, are encouraged to participate.

**Lesson 2** - The focus of this session is on Challenges, Regrets, and Commitments. The youth and family will look back at past regrets, examine useful ways they each have learned to cope with current challenges, and make a commitment to newly changed behaviors that will help maintain the youth in the community.

**Participants:** Social Worker, youth, parents and other family members, agent, county worker, services providers.

**Lesson 3** – The purpose of this component is to check how the family and youth are able to apply the JCIP concepts to challenges once the youth is in the community. The assigned agent will conduct the Lesson 3 follow-up about one month after the youth returns to the community.

**Participants:** Youth, agent, family. Other members from the Transition Team are welcome.

## **Communication**

Institution social worker will inform DJC agent about Families Count goals and participation by providing a copy of youth's preparatory work and the assignment completed by youth and family.

## **Evaluation of JCIP**

The JCIP has an evaluation component built into the curriculum. The program is examined from three vantage points:

- 1) Standardized testing or the research view. The HIT (How I Think), a nationally normed questionnaire, is used as a pre/post-test measure of change in youths' thinking patterns.
- 2) Behavioral change of youth as observed by institution staff. The Institutional Behavioral Rating Form (IBRF) is used to objectively gauge a youth's improvement in behavior on a day-to-day basis as they interact with peers and others in the classroom, on the living units, and on-grounds of the institutions.
- 3) Youth knowledge of the JCIP material. The final test scores for each phase are reviewed, coded, and entered into JJIS. This enables staff to track on the number of youth who complete the program and receive pass or fail scores.

Program facilitators complete a summary sheet of each youth's scores on the above measures and send it to DJC Central Office for data entry and analysis. Quarterly reports of program participation by youth and the percentage of youth who earn pass/fail/incomplete scores are compiled. HIT and IBRF scores are collected and analyzed periodically.

## **MENDOTA JUVENILE TREATMENT CENTER (MJTC)**

### **OVERVIEW**

Youth at LHS may be **administratively transferred to** Mendota Juvenile Treatment Center (MJTC) [see Chapter 10]. MJTC is a statutorily authorized **Type 1 secure juvenile correctional facility** which provides psychiatric assessment and mental health treatment to adolescent male youth referred from DJC. The facility is **administered by the Department of Health** (DHS) on the grounds of the Mendota Mental Health Institute (MMHI) in Madison.

### **YOUTH PLACED AT MJTC**

MJTC youth usually display **very serious behavioral problems** while at a JCI. The often dangerous behavioral symptoms are usually signs of **underlying psychiatric problems** such as cumulative anger, depression, agitation, psychosis or other psychiatric issues frequently generated from a lifetime of abuse and/or neglect.

Youth transferred to MJTC [see Chapter 10] often have **specific problem areas diagnosed by the JCI**, or the **JCI has specific clinical questions** or issues that they would like MJTC to address.

### **CLINICAL TEAMS**

The 29 beds are separated into 2 units. Each unit maintains its own clinical team that focuses on individual mental health needs.

**Team 1:** This team handles the **admission assessments** and treats residents who have recently arrived at MJTC or are in need of placement in a **very secure environment**. The primary **mission** of this team is to **reduce the amount of security lock-up time** of youth through the use of psychiatric interventions.

**Team 2:** This team receives youth who have successfully reduced security time while working with Team 1. The primary mission is to **maintain the decreased security time** and increase **the psychiatric treatment** related to the needs of the youth. In addition, Team 2 **begins to transition** the youth either back to the JCI or into the community in an improved state of mental health.

#### PROGRAMMING AND TREATMENT Types of Treatment and Programs

MJTC was specifically developed and designed to **meet the psychiatric needs** of DJC male youth by assessing and treating their psychiatric needs through the use of:

- Individual therapy
- Behavioral programming
- Activity therapy
- AODA treatment
- Sex Offender Treatment
- Group and family therapy
- Specialized individual incentive programming
- Psychotropic medications
- Educational programming

#### ICCP and Progress Summary

MJTC offers a variety of **multi-disciplinary treatment programs** for youth. They continue to work on their **ICCP** goals and objectives. In addition, social workers complete a **Progress Summary** in COMPAS every 90 days to determine the youth's progress on his goals and objectives. MJTC staff maintains **program activity documentation**. Staff revise the youth's ICCP as needed based on the Progress Summary [see Chapter 6].

#### Release to the Community or Transfer to a JCI

If the youth will be released to the community upon completion of the programming at MJTC, the social worker, county or DJC agent and youth work together to develop an ICCP at least 3 days prior to the youth leaving MJTC. [see Chapter 6]. If the youth will be transferred back to the JCI, the JCI social worker reviews the youth's ICCP and Progress Summaries from MJTC and recommends changes as needed at the next JPRC conference.

### VICTIM IMPACT PROGRAM

#### BASIC DESCRIPTION

The Victim Impact Program offers an **educational curriculum** that emphasizes **victims' rights** and creates an awareness of the harmful effects of crime. The program helps youth to

understand that all crime negatively affects the lives of individuals physically, emotionally, psychologically, and/or financially.

#### PROGRAM OBJECTIVES FOR YOUTH

- Develop empathy
- Increase accountability
- Develop awareness of short and long-term impact of victimization
- Express empathy via an apology letter to their victim
- Develop awareness of harm caused by crime
- Explore tendency to depersonalize victims
- Recognize that youth have a choice regarding their own behavior

#### PROGRAM COMPONENTS

- Staff screen youth for academic readiness (**minimum 5<sup>th</sup> grade reading ability**) and **psychological stability**.
- **VIP** meets five days a week for six hours per class for three weeks.
- Curriculum contains **14 lessons** dealing with a variety of crimes such as homicide, sexual assault, and property crime.
- Youth may or may not earn **academic credit**.
- Youth attend **crime survivor presentations** during which crime survivors talk about the short- and long-term impact of crime on their lives and their families. The presentations serve as strong, personal reinforcement of the negative impact of crime on its victims.

#### **PERSONAL RESPONSIBILITY AND INTEGRITY IN YOUR DAILY ENVIRONMENT (PRIDE)**

#### **Program Development**

In the spring of 2011, Lincoln Hills School developed the PRIDE (Personal Responsibility and Integrity in your Daily Environment) program. It consolidates elements of the Cadet Achievement Program (CAP) and the former Short Term re-entry Program at EAS. Throughout the planning and development of PRIDE, the goal was to incorporate more research-based elements including a focus on cognitive-behavioral approaches and outdoor/environmental education. The military-based aspects of the former CAP were discontinued as their effectiveness is not supported by evidence. Best practices are also emphasized in the design of program components such as treatment and dosage, and selection of program participants.



## **PRIDE Components**

PRIDE consists of both a 90 and a 120 day program. The length of the program will be determined by the youth's scores on the COMPAS-Youth assessment tool. Youth who are rated as low to moderate risk will be assigned to a separate team in PRIDE for the 90 day program. These youth will receive a minimum of 100 hours of treatment which concentrates on the "40 Developmental Assets." These youth will participate in treatment and school groups with other lower risk youth and all attempts will be made to keep them separate from high risk youth. Youth assessed as moderate to high risk will be assigned to a separate team in PRIDE for the 120 day program. These youth will receive up to 200 hours of treatment that will include both Phases I and II of the Juvenile Cognitive Intervention Program (JCIP) and separate Developmental Asset building groups. Youth who are placed in PRIDE after completing JCIP within the institution may be designated to the 90-day program if JPRC determines appropriate.

Education will be stressed as the primary component of success in the program. All youth will attend educational classes on a daily basis and academic progress is a prerequisite for graduation from PRIDE. PRIDE will also have a physical training component. Physical training will occur daily. A physician must sign the DOC-2272 form indicating approval for participation in PRIDE. [Note: This form can be filled out by a community physician. Screening and approval may also be done by a physician at LHS; however, entry into PRIDE may be delayed depending on how quickly the LHS physician can examine the youth]. If a youth has been treated with psychotropic medication, the DOC2273 form must also be filled out by the treating psychiatrist. This form indicates the medications that disqualify a youth from participating in PRIDE. Both the DOC-2272 and 2273 forms are available on [myDOC](#).

## **PRIDE Phases**

PRIDE has three phases: Apprentice, Intern and Leadership. Youth are expected to demonstrate targeted skills within each phase and are evaluated weekly on their behaviors.

The last two-three weeks of PRIDE is designated as a Restorative Justice segment of PRIDE. Youth will participate in an Off-Grounds Community Service Work Crew. Youth will work on community service projects at various designations in surrounding communities. Through these experiences, they will "pay back" local communities for the harm created by their delinquent behavior. Rigorous room and job inspections and a strict adherence to respect in inter-personal communications will be key program components.

## **Direct Placement into PRIDE and Screening**

Courts may place youth directly into PRIDE, but the court orders will not be able to specify the 90- or 120- day program because this decision will be based on the youth's scores on the COMPAS risk assessment tool. Court orders may read as follows:

"[Name of youth] is committed to the Wisconsin Department of Corrections for a period of [at least 6 months] for placement up to 120 days in the PRIDE program at Lincoln Hills School. Upon completion of PRIDE, [youth] is placed under the supervision of [Wisconsin Department of Corrections

OR \_\_\_\_\_ County, whichever provides aftercare in that county]. If [youth] fails to complete PRIDE, he will be placed in a Type 1 secured juvenile correctional facility, unless this court determines otherwise.”

Kathie Ponzer of the Office of Juvenile Offender Review will screen youth for whom the county or court is considering a direct placement into PRIDE. She may be reached at ((715) 536-8386 ext. 1192. For further program information you may contact Renee Krueger, Corrections Unit Supervisor, at (715) 536-8386 Ext. 1216.

### **Transition Planning**

Transition planning for post-institution placement begins immediately upon intake into PRIDE. Family re-integration packets and video-conferences are encouraged. Attempts will be made to ensure that each youth is assigned to a mentor in his home community prior to release. Counties will be encouraged to offer input on any steps that may be needed to ensure a successful transition for the youth. These will be included in the youth's individualized treatment plan. Transition team meetings will also be scheduled. See Chapter 10 of CMM on Re-entry Planning.

## **INTENSIVE TREATMENT PROGRAM (ITP) - CLS**

### **PURPOSE OF ITP**

#### **Population Served**

ITP at CLS addresses the **extensive treatment needs of the most severely challenged female youth** with emotional disturbance/mental health issues typically combined with severe disruptive/aggressive behavior patterns.

#### **Primary Objectives**

- To reduce or eliminate negative behaviors by providing more effective management and treatment of their behavioral, mental health disorders, and/or emotional disorders.
- To improve the short- and long-term adjustment of the youth.

### **TREATMENT APPROACH**

- The **eclectic treatment approach** involves strong developmental systems and cognitive-behavioral perspectives. It places high priority upon **identifying underlying causal factors** for the negative behaviors and using multi-leveled therapeutic interventions across a broad range of treatment domains to create positive change. Treatment includes relief from underlying biological disturbances through selective prescription of psychotropic medications.
- Repair damaged views of “self” and “others” due to past trauma and/or neglect, and rebuild healthy, pro-social qualities of self-esteem, resilience, hope, belonging, mastery, independence, and generosity through ongoing involvement in therapeutic relationships and activities.

- Correct deficits in self-management, social relationship, and/or academic skills through comprehensive and intensive skill building.
- Promote emotional health and positive pro-social behavior through use of cognitive-behavioral therapeutic techniques.
- Eliminate high-risk (harm to self or others) and anti-social behaviors while reinforcing appropriate, pro-social behavior using a powerful, flexible, and targeted behavioral management system.
- Promote release/resolution from past emotional issues through use of trauma-resolution and emotional conflict-resolution therapeutic techniques.
- Rebuild family, social, and community support systems.
- Emphasize victim awareness and restorative justice concepts throughout all aspects of treatment.
- Treatment is individualized and includes therapy with clinical staff and DBT Groups.

## SHORT TERM RE-ENTRY PROGRAM FOR JUVENILE GIRLS – CLS

### HISTORY

The Short Term Re-Entry Program for Juvenile Girls began January, 2004. It is a targeted program for girls who are identified by the court as benefiting from a maximum of **120 days placement** at Copper Lake School.

### ENTRY INTO THE SHORT TERM RE-ENTRY PROGRAM FOR JUVENILE GIRLS

Girls are selected through a referral process facilitated by the Office of Juvenile Offender Review (OJOR). OJOR representatives will provide the initial screening processes for direct commitments. Some girls with regular commitments will be placed in the program through the OJOR review process. The juvenile is to be an adolescent female the county department may normally consider placing at the Copper Lake School. Additionally, the youth is to have NO serious mental health needs.

A county considering direct placement in the Short Term Re-entry Program for Juvenile Females should contact Tonja Fischer of the Office of Juvenile Offender Review at (715) 536-8386 ext. 1165. If it appears the girl is appropriate for the program the county would prepare a dispositional report recommending placement with the Department of Corrections for a direct commitment to the Short Term Re-entry Program for Juvenile Females. The report should include a clear and complete transitional proposal for re-entry.

### PROGRAM DESCRIPTION

#### Goal

Main goals upon arrival at Copper Lake School are to identify and address issues related to the development of pro-social skills and competencies; replace aggressive tendencies with more acceptable choices; and facilitate opportunities to practice these newly acquired skills. Behaviors of juvenile girls stem from pathways their lives have taken. A critical element in these pathways is the family or support group for each girl. Contact with family and aftercare

providers, whether these services will be provided by a County Social Worker or by a State Agent as dictated by the county and court, will be extensive.

### **Components**

The Short Term Re-Entry Program for Juvenile Girls consists of the following components:

- JCIP Phase I – Choices
- Aggression Replacement Training
- SUD Program
- Lifework Education Planning
- Skillstreaming
- Academic Education
- Re-Entry Initiatives

### **CLS Phase**

- Re-entry begins on day one and continues parallel to activities with the community, family, and natural supports preparing for community reintegration.
- *Reception:* Two weeks in reception includes all screening activities and evaluations. These include (1) medical and dental evaluations, (2) Psychological Screening Report, (3) Suicide Risk Assessment, (4) MAYSI-2 (Massachusetts Adolescent Youth Screening Instrument, Second Version), (5) COMPAS-Youth, (6) Adolescent Diagnostic Interview Light (ADI-L), (7) Education evaluations, and (8) Career assessments. *Following Reception:* Students committed to the Short Term Reentry Program will actively participate in gender specific, culturally diverse, targeted programming including Family Therapy, Re-entry Skills, Academic Education, Juvenile Cognitive Interventions, and Skillstreaming module of Aggression Replacement Training. **Academic Programming:** Consists of instructional programming in the following subject areas: Mathematics, English, Social Studies, and Science at both the Middle and High School levels. Copper Lake School's curriculum offerings are aligned with the State of Wisconsin Model Academic Standards in all areas and credits earned are all transferable to school districts statewide.
- *Family Therapy:* Unless contraindicated by family dynamics, family therapy sessions will be conducted to enhance post-release adjustment.
- *Life Work Education Planning:* To include career assessment, exploration, and career counseling.

### **Community Supervision**

The program is extremely re-entry focused with the goal of targeting and providing the skills each girl needs to survive and succeed. Upon leaving the institution, a reintegration plan will be in place and operational. Agencies and people/natural supports will be ready with understanding and open arms to provide necessary follow-up.

Reintegration planning will begin during the initial reception process, which will develop firm links with key community agencies including family, schools, health providers, churches, recreation centers, and case specific service providers. These are key components to the successful community reintegration of each girl, and ultimately ensure the continuity of service upon release.

## **PROGRAMMING FOR SPECIAL TYPES OF LEGAL COMMITMENTS**

A youth's legal commitment type can impact program options available to a youth as well as when certain programming may be most appropriate. Social workers and other JPRC members should keep in mind the youth's type of legal commitment when considering programming choices [see Chapter 3].

### **PROGRAMMING FOR FEDERALLY PLACED YOUTH**

By contract, the Federal Bureau of Prisons (FBOP) may place youth adjudicated delinquent by a federal court in a JCI [see Chapter 3]. The Statement of Work (SOW) sets the federal standards that JCIs will follow.

The JCI provides federally committed youth with the same case management, programmatic, and educational opportunities as other youth committed to JCIs.

### **SECURE DETENTION AT LHS/CLS**

#### **Programming/Documentation**

Youth in secure detention at LHS and CLS are governed by the DOC Administrative Rules and the Administrative Rules for the committing county's detention center [see Chapter 3]. While in secure detention, youth receive educational services, recreational time, and treatment groups related to youth's past behaviors, and chaplain services if desired by the youth. Copper Lake School will offer secure detention for girls, to the counties that contract with LHS for detention of boys.